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 18 month reporting date 12/05/04 closed

Hyde School District Improvement Plan/Progress Report Form

Principle: 3 – Appropriate Evaluation				
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The monitoring team concluded that the Hyde School District is out of compliance in the area of evaluation procedures. The monitoring team reviewed fourteen student files and found only one student file contained adequate functional evaluation information. In interview with the four special education staff, only one staff member was able to briefly explain the functional evaluation process. It was evident to the monitoring team that the special education staff lacked the knowledge of how to perform a functional evaluation of the student and how to incorporate that information into the IEP process.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>All evaluations will include a functional evaluation and the information gained from this evaluation will be incorporated into the student's IEP.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All initial evaluations and reevaluations will include a functional assessment within the evaluation timelines.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>
<p>1. What will the district do to improve?</p> <p>The special education staff will develop district procedures on using the functional assessment information and will include the involvement of the general education staff.</p> <p>What data will be given to OSE to verify this objective?</p> <p>Documentation of the developed procedures will be submitted in the 6-month progress report to OSE.</p>	<p>May 2003</p>	<p>Special education staff</p>	<p>Ongoing</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) On 11-7-02 Ms Quam sent an e-mail to staff with suggestions (<i>see support fax # 1</i>). On 11-12-02 at the school staff meeting we decided that a functional skills narrative would be e-mailed to the school psychologist. He would then cut and paste the information into his psychological report as written by the Hyde Co. staff. Data used in functional assessment could include some of the following: running reading record (reg. Ed and sped), Functional Assessment and Program, QRI, Teacher checklist (<i>see support fax #2a/b</i>), Brigance, work samples, language sample, skill builder sheets, interest inventory and teacher-made tests.</p>				
<p>Please explain the data (12 month) As of 1-22-4 The school district had 5 psychological evaluations completed. Of the five, 100% contained functional assessment information.</p>				

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<p>2. What will the district do to improve? The special education staff will receive in-service on the functional assessment procedures. What data will be given to OSE to verify this objective? Documentation of how the evaluators were informed, the number of evaluators informed, and when the evaluators were informed will be submitted in the 6 month progress report to OSE.</p>	<p>September 2003</p>	<p>Special education director</p>	<p>Ongoing</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) 4 special education staff members attended special education conference 10-21,22,23-02, classes were entitled Functional Assessment and Data Collection in the classroom, Functional skills curriculum, and Functional Analysis for Challenging Behaviors, 5 special education and regular education staff members attended a year long reading course which included running record procedures. On Aug. 25, 2003, k – 12 staff will attend an in-service on functional assessment and functional information presented by Hyde Co. special education staff.</p>				
<p>Please explain the data (12 month) Staff continues to use information from previous inservices. Three staff members will be attending the special Educational conference in March 2004.</p>				
<p>3. What will the district do to improve? Functional assessment information from the school district staff will be incorporated into 100% of the psychological reports issued within the reporting period. What data will be given to OSE to verify this objective? Documentation of the number of reports within the 6 month reporting period that have the functional assessment information incorporated in the psychological report.</p>	<p>November 2002</p>	<p>Special education staff</p>	<p>Ongoing</p>	<p>Met June 04</p>
<p>Please explain the data (6 month) Of the 4 psychological reports done from 8-20-02 through 10-28-02, only one included functional assessment (25%). Of the 3 psychological reports done from 1-7-03 through 4-17-04, all three included functional assessment (100%). Procedure had been developed 11-12-02 and has proven to be effective.</p>				
<p>Please explain the data (12 month) As of 1-22-4 The school district had 5 psychological evaluations completed. Of the five, 100% contained functional assessment information.</p>				

<p>Principle: 5 – Individual Education Plan</p>
<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The monitoring team determined the Hyde School District is out of compliance with parental input into the IEP. The monitoring team reviewed fourteen student files and eight were found to have no parental input into the IEP development process. In interview, special education staff indicated the lack of attendance in the high school students' parents at IEP meetings.</p>
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All initial evaluations, reevaluations and IEPs will include parental input into the process.</p>
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) Parental input will be obtained from each parent/guardian of a student in the evaluation and IEP process.</p>

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Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.		Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? All of the evaluators will be informed they are to obtain parental input into the evaluation process and in the development of the IEP. What data will be given to OSE to verify this objective? Documentation of how the evaluators were informed, the date individuals were given the information and the number of evaluators that were informed of this requirement will be submitted in the 6 month progress report to the OSE.		October 2003	Special education director	MET	
Please explain the data (6 month) (<u>See fax # 3abcdefg</u>) Ms Quam personally handed a memo to 4 staff members on 2-28-03 concerning the need to include parent input at all meetings.					
Please explain the data (12 month) Of the 19 IEP's meetings, 100% contained parent input					
2. What will the district do to improve? All student files with initial evaluations, reevaluations, or revisions to the IEP will contain parental input in the evaluation process and the IEP process in 100% of the files. What data will be given to OSE to verify this objective? The percentage of student files that document parental input into the initial evaluation, reevaluation, and revisions to the IEP process during the 6-month progress period.		October 2003	Special education staff	Not met	Met June 04
Please explain the data (6 month) Of the 17 files reviewed, 3 did not have parent input documented. (81% contained documented parent input)					
Please explain the data (12 month) Of the 2 IEP's amended, 100% contained parent input.					
Principle: 5 – Individual Education Plan					

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<p>Present levels: (Statement of present levels of performance that resulted in area of non-compliance)</p> <p>The monitoring team determined the Hyde School District is out of compliance with the following areas of content of the individual education program (IEP). The district does not ensure the appropriate IEP content for the present levels of performance of the student and include how the disability affects the student's involvement and progress in the general curriculum. The monitoring team reviewed eleven student files with eight not meeting the criteria of stating how the student's disability affects the student's involvement and progress in the general curriculum and the functional assessment information. The team noted the present levels of performance for students contained test scores with no correlation to the general curriculum, described the student's study habits and student's grades in current coursework. An example of one student's present levels of performance page had each teacher listed with their opinion of how the student was performing in the class, but lacked data to support the statements. Weaknesses were listed as written language and grammar but lacked the functional assessment information to tie this to the general education curriculum. The test scores of three assessments were listed with no correlation to the general curriculum and the strengths and weaknesses of the student. Another example of a portion of present level of performance stated the student had not been putting forth his best effort in the area of written language and that he needs to work on this area to develop these skills.</p> <p>The monitoring team determined the annual goals are not a statement that may be measured and include benchmarks or short-term objectives that relate to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum. The monitoring team reviewed six files and determined five lacked appropriate annual and short-term instructional goals. The annual goals were too broad and non-descriptive. The annual goal, "(the student) will write effectively for different audiences and specific purposes", was used for two different students. This annual goal is broad and lacks the measurable content as the short-term instructional goals were used in both of these cases instead of benchmarks. An example of the short-term instructional goal is, "(the student) will use appropriate mechanics, usage, and conventions of language 8 out of 10 times".</p> <p>The student's parents must be regularly informed, at least as often as parents are informed of their nondisabled student's progress. The student's progress toward the annual goals and the extent to which that progress is sufficient to enable the student to achieve the goals by the end of the year. The monitoring team determined that progress is not being documented district-wide on the educational goals and objectives/benchmarks page of the IEP in all files reviewed. The monitoring team reviewed thirteen files with eight missing sufficient documentation of progress reporting to the students' parents. At the middle and high school levels, little to no information was reported on the student's progress on the annual or short-term instructional goals of the student's IEP to the parents. An example of the progress report dated March 18, 2002 stated, "(the student)'s English teacher reports that he has been ill prepared for his lessons. He lacks motivation. It is difficult to determine (the student's) abilities because he doesn't do his homework. His grade represents his effort. His grade this nine weeks is a 47% or an F". Another example of a progress report dated April 25, 2000 stated, "(the student) has become lax about getting his work done on time. He's not using study hall and class time as well as he had been. He needs to decide that he's willing to put forth the time and effort. Once he does this, he won't be so far behind on his homework". The students' special education teachers wrote both of these progress reports.</p>				
<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The IEP team will develop an appropriate individualized program for each student in need of special education and special education and related services.</p>				
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>All IEP present levels of performance will include functional evaluation information and the affects of the disability on the student's involvement and progress in the general curriculum. The annual goals or the short-term objectives will include the condition, performance, and criteria that will be used to measure the skill. Each short-term goal will include the procedure code, progress code, and the reporting method that will be used to report how the student is progressing toward the annual goals described in the IEP. Parents will be informed of the student's progress on the annual and short-term instructional goals of the student.</p>				
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>6 month progress Record date objective is met</p>	<p>12 month progress Record date objective is met</p>

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<p>1. What will the district do to improve? The special education staff will receive technical assistance on the writing of the present levels of performance, annual and short-term goals, and the procedure coding for showing the student's progress on the annual goals of the IEP.</p> <p>What data will be given to OSE to verify this objective? Documentation of how the special education staff received technical assistance, the date individuals were given the information and the number of staff that was informed of this requirement will be submitted in the 6-month progress report to the OSE.</p>	December 2003	Special education staff	Not met	Met June 04
Please explain the data (6 month) 1 staff member attended a workshop entitled: Functional Skills curriculum, class description: Practical strategies to help special education teachers objectively assess IEP progress.				
Please explain the data (12 month) A request was sent to the state department of education requesting inservice opportunities. 2 staff members attended a workshop 1-15-04 in Pierre on goals and objectives. One staff member attended the same in-service on 1-21-04.				
<p>2. What will the district do to improve? The special education staff will include the student's strengths, weaknesses, functional information, parental input, and how the disability affects the student's involvement in the general curriculum in the present levels of performance in 100% of the IEPs.</p> <p>What data will be given to OSE to verify this objective? The percentage of student files that document the appropriate content of the present levels of performance in the IEP during the 6-month progress period.</p>	January 2004	Special education staff	Not met	Met January 05
Please explain the data (6 month) Of the 17 files reviewed, one did not show appropriate content (strengths and weaknesses) in present level of performance. (92% were appropriate)				
Please explain the data (12 month) Of the 19 IEP's written in this time period, 100% contained the appropriate data				
Please explain the data (18 month) KT and JB IEP's were sent by mail 12/06/04 for review and all future IEP'S will meet the requirements				
<p>2. a. What will the district do to improve? The special education staff will meet and develop samples of annuals goals and short-term objectives that ties to the content/functional standards for a resource.</p> <p>What data will be given to OSE to verify this objective? Documentation that this has been completed during the 6-month progress period.</p>	December 2003	Special education staff	Ongoing (as of 8/29/03, SEP does not have samples)	Met June 04
Please explain the data (6 month) (see fax #4) Annual goals and short-term objectives are coded on the IEP as to which standard each is linked to. This includes Goal, Indicator, and standard. Ms. Quam sent samples of content standards and goals previously.				

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Please explain the data (12 month) (See IEP form) 3 Staff members attended in-service on 1-15-04 and 1-21-04 on aligning content standards to goals. All IEP's document what the goal, indicator, and benchmark the STO is linked to. Staff has developed goals from the content standards (see e-mail attachment). Some goals, if appropriate, are taken directly from standards.				
3. What will the district do to improve? The special education staff will include the condition, performance, and criteria that will be used to measure the skill in the annual goals or the short-term objectives in 100% of the IEPs written. What data will be given to OSE to verify this objective? The percentage of student files that document the appropriate content of the present levels of performance in the IEP during the 6-month progress period.	December 2003	Special education staff	Not met	Met June 04
Please explain the data (6 month) Of the 17 files reviewed, 100% showed condition, performance and criteria.				
Please explain the data (12 month) Of the 19 new IEP's written, 100% showed condition, performance and criteria.				
4. What will the district do to improve? The special education staff will include in each short-term goal the procedure code, progress code, and the reporting method that will be used to report how the student is progressing toward the annual goals described in the IEP and will check how often this reporting will occur in 100% of the IEPs written. What data will be given to OSE to verify this objective? The percentage of student files that document the appropriate content of the present levels of performance in the IEP during the 6-month progress period.	September 2003	Special education staff	MET	
Please explain the data (6 month) Of the 17 files reviewed, 100% showed procedure code, progress code, and reporting method on progress made toward goal.				
Please explain the data (12 month) Of the 19 new IEP's written in the reporting period, 100% showed the appropriate content.				
5. What will the district do to improve? The special education staff will complete the reporting frequency and reporting method to the parents on the IEP and inform the parents of their student's progress on the annual and short-term instructional goals of the student's IEP in 100% of the IEPs written. What data will be given to OSE to verify this objective? The percentage of student files that document the appropriate content of the present levels of performance in the IEP during the 6-month progress period.	May 2003	Special education staff	MET	
Please explain the data (6 month) Of the 17 files reviewed, 100% showed reporting frequency and reporting method on the IEP. In addition, all files contain a data sheet indicating progress made (see fax #5)				
Please explain the data (12 month) Of the 19 new IEP's written in the reporting period, 100% showed the appropriate content.				

Principle: 5 – Individual Education Plan

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The monitoring team determined the Hyde School District is out of compliance in the area of transition services for students with disabilities ages 14-21. Of eight student files reviewed for transition services, five lacked a list of the complete coursework for students through grade twelve. In one student file, the course of study listed for the eleventh grade was American history, English III and electives and the twelfth grade course of study was American government, English IV and electives. The course description must be more descriptive than what was listed. It should include the names of all classes to be taken by the student. The transition plans were not a set of coordinated activities with an outcome-oriented process. The documentation lacked an initiate date and the responsible person listed for each activity.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Special education staff will assist all students, ages 14 and older, in developing the individual plan of graduation or post-secondary education which will assist them in achieving their desired post school goals or outcomes.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All students, ages 14 and older, will have a coordinated set of secondary transition activities that have an outcome-oriented process.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Special education staff will receive technical assistance on the secondary transition process including coursework selection/completion, having the transition services a coordinated set of activities in an outcome oriented process, and determining the responsible person and the initiation date for each activity. What data will be given to OSE to verify this objective Documentation of how the special education staff received technical assistance, the date individuals were given the information and the number of staff that was informed of this requirement will be submitted in the 6-month progress report to the OSE.	January 2004	Special education staff	MET	1-22-04
Please explain the data (6 month) 3 staff members attended a one-day workshop in our school on 8-26-02. Mr. Dan Rounds gave the workshop. We discussed and used files on our students to develop transition programs				
Please explain the data (12 month) Staff continues to use information from workshop. Four staff (all) members will be attending Statewide Education Conference in March of 2004.				

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<p>2. What will the district do to improve? The IEP team will utilize the information from the ASVAB assessments for secondary transition planning.</p> <p>What data will be given to OSE to verify this objective? Documentation that this information was utilized in 100% of secondary transition files will be submitted in the 6-month progress report to the OSE.</p>	December 2003	Special education staff, counselor	Not met	Met January 05
Please explain the data (6 month) No Junior students (ASVAB) were on an IEP in the last year. The special education staff will obtain information from the guidance counselor concerning PPT results.				
Please explain the data (12 month) No junior students are on IEP this school year. The school counselor has informed the sped depart. That PPT is no longer available. The guidance counselor is invited to all IEP's with transition.				
<p>Please explain the data (18 month) As of this time there are no students on IEP'S that have taken the ASVAB, when a student on an IEP takes the test it will be included in the secondary transition planning.</p>				
<p>3. What will the district do to improve? The special education director and special education staff will attend a Transition Forum.</p> <p>What data will be given to OSE to verify this objective? Documentation of participation in the forum will be submitted in the 6-month progress report to OSE.</p>	January 2003	Special education director and staff	MET	1-22-04
Please explain the data (6 month) 2 staff members attended the Regional Transition Forum on 1-14-03. Attendance sheet is included. <i>(see fax 6 abc).</i>				
Please explain the data (12 month) Staff continues to use data from transition forum. Staff will attend Statewide Special Education Conference in March 2004.				
<p>4. What will the district do to improve? All secondary transition IEPs will include the complete list of coursework, the life planning outcomes, a completed transition plan, which includes a coordinated set of activities with an outcome, oriented process. The services recommendations, responsible person, initiation date and date of completion will be completed for each transition activity on the plan.</p> <p>What data will be given to OSE to verify this objective? Documentation of these elements in 100% of the secondary transition files will be submitted in the 6-month progress report to OSE.</p>	January 2004	Special education staff	Not met	Met January 05
Please explain the data (6 month) All IEPs reviewed showed coursework, life planning outcomes, and completed transition plans. Further documentation is needed on responsible person, initiation date and completion dates.				
Please explain the data (12 month) Of the 4 IEP's written with transition in this reporting period, 100% have appropriate content.				
<p>Please explain the data (18 month) KT IEP was sent for review on 12/06/04. All future IEP'S will clarify the courses that are part of the study for the student.</p>				

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Principle: 6 – Least Restrictive Environment

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
 The monitoring team determined the Hyde School District is out of compliance with the issue of least restrictive environment. During the IEP process, the IEP team must consider the continuum of placements from the least restrictive to the most restrictive environment. Through this process the IEP team shall determine the extent to which related services are required in order for the student to benefit from the program. The IEP team shall provide for supplementary services, such as resource room or itinerant instruction, to be provided in conjunction with regular class placement. The monitoring team determined in five of five student files reviewed, that special education is not being provided to the students. The documentation on the students' IEPs under special education to be provided states, "(the student) attends the classroom at all times with modifications to his work". Two of the students' IEPs indicate that the resource teacher will consult with the classroom teacher 15 minutes once a week. These IEPs do not indicate any student to special education staff contact. The documentation lacked the special education services to be provided and the specific description of the services, amount of services and the location of the services. In interview, the high school special education teacher noted that he and the special education paraprofessional went into the general education classrooms to help the students, but indicated that they did not see the students on a daily basis. The monitoring team was not able to clarify if the services being provided to the students with special needs were tutoring for the student or actually implementing the students' annual and short-term instructional goals.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The IEP team will consider and document the continuum of placements from the least restrictive to the most restrictive environment.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

All student IEPs will contain the location of services, amount of services and the description of services.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The special education staff will develop a system of documentation for student and special education staff contact for those students receiving the majority of their services in the general education classroom. What data will be given to OSE to verify this objective? Documentation and implementation of the system will be included in the 6-month progress report to the OSE.	January 2003	Special education staff	Not met	Met June 04
Please explain the data (6 month) <u>(see fax # 8)</u> Sped staff developed and used a chart to document contact time with students. A completed form will be submitted with the 12-month report.				
Please explain the data (12 month) (see completed forms) Records are kept on contact with students in the regular classroom. One student is currently receiving services in the regular classroom. The documentation on contact time has been mailed.				

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2. What will the district do to improve? All IEPs will include the special education services to be provided and the specific description of the services, amount of services, and the location of the services. What data will be given to OSE to verify this objective? The percentage of student files that document the special education services provided with the specific description of the services, amount of services, and the location of the services in the IEP during the 6-month progress period.	November 2002	Special education staff	MET	1-22-04
Please explain the data (6 month) Of the 17 files reviewed, 100% included services provided and the specific description of the services, amount of services and the location of the services.				
Please explain the data (12 month) Of the 19 IEP's written this reporting period, 100% contained the appropriate information.				